PAY EQUITY IN SMALL WORKPLACES

THE
PAY EQUITY
COMMISSION

Ontario

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TABLE OF CONTENTS

PURPOSE OF THE WORKBOOK.....5
Posting Pay Equity Plans.....6
How to Use This Workbook.....7

IMPLEMENTATION CHECKLIST FOR PAY EQUITY.....11

JOB INFORMATION.....17
Commonly Overlooked Job Information.....20
(For sample job information statements for pay equity purposes, see page 73.)

A CASE STUDY: COMPARING JOBS IN A SMALL COMPANY..25

JOB COMPARISON SYSTEMS FOR SMALL WORKPLACES.....33
Basic Point Factor System.....34
Grade Groupings.....39
Paired Comparison Ranking System.....49
Weighting Factors.....57

JOB COMPARISON EXERCISES.....61
Exercises on Defining Factors.....62
Commonly Used Subfactors.....63
Exercises on Weighting Factors.....68
Exercises on Comparing Jobs.....72
Sample Job Information Statements.....73

COMMUNICATION: A DIALOGUE.....87

RESOURCES.....91

ACKNOWLEDGEMENTS.....95

APPENDIX A: USE OF A POINT FACTOR JOB COMPARISON SYSTEM IN A SMALL MUNICIPALITY.....99
The Point Factor Job Comparison System.....103

PURPOSE OF

THE

WORKBOOK

PURPOSE OF THE WORKBOOK

On January 1, 1988, the Pay Equity Act came into effect in Ontario to eliminate the portion of the wage gap between men and women that undervalues the work that women do in this province.

The Act requires employers to compare female job classes to male job classes of equal or comparable value, using a job comparison system that is free of gender bias. Job classes are compared on the basis of four factors: skill, effort, responsibility and working conditions.

The Pay Equity Commission produced this workbook to help small organizations achieve pay equity. This workbook must be used with the following Commission publications: "How to Do Pay Equity Job Comparisons," which describes how practitioners can ensure gender neutrality, and the Implementation Series of Guidelines (1 to 18), which give a detailed explanation of the legislation. Without refering to these publications, chances are you will not be able to achieve pay equity.

This workbook briefly explains pay equity and some implementation issues unique to small workplaces. Simple and cost-effective job comparison systems that can be used in small workplaces are suggested. The workbook also provides exercises to help you design your own system and advice on communicating pay equity in your organization.

If you choose one of these job comparison systems for your workplace, you must refer to the Commission publications mentioned above to ensure that your system is gender neutral. The sample systems are provided as options but, by no means, are they intended to limit your choice of a system. (For illustration purposes, a small municipality's pay equity experiences using a job comparison system is discussed in the Appendix.)

The pay equity process should be tailored to each workplace. Employers and bargaining agents should be guided by the spirit and intent of the legislation in selecting a job comparison system.

Why do we need pay equity?

In 1986, there was a 36% difference between the average wage in Ontario for full-time working women and full-time working men.

Studies have shown that nearly one quarter to one third of that wage gap results from certain occupations in which women predominate (such as nursing or retail sales) not being valued or paid as highly as occupations in which men predominate (such as carpentry or accounting).

How does pay equity relate to employment equity?

Employment equity requires fair employment practices for all employees regardless of race, gender, disability and religion. The focus is on fairness in hiring, promotion, pay, training, etc.

In pay equity, the focus is on pay -- fairness in pay for jobs filled mostly by women in comparison to jobs filled mostly by men.

What is required by the pay equity legislation?

Under the Pay Equity Act, employers in Ontario are legally required to achieve and maintain pay equity. Pay equity requires pay adjustments to equalize the job rates for female job classes found equal or comparable in value to male job classes.

Posting Pay Equity Plans

For the public and private sectors, the schedule is:

Employer	Mandatory Posting	First Adjustment
Public sector	Jan. 1, 1990	Jan. 1, 1990
Private sector with 500 or more employees	Jan. 1, 1990	Jan. 1, 1991
Private sector with 100 to 499 employees	Jan. 1, 1991	Jan. 1, 1992
Private sector with 50 to 49 employees	Jan. 1, 1992*	Jan. 1, 1993
Private sector with 10 to 49 employees	Jan. 1, 1993*	Jan. 1, 1994

The number of employees is the average number of employees in 1987. If a new firm is created or if a tenth employee is hired after January 1, 1988, pay equity must be implemented immediately and not according to the above schedule. (*Posting is voluntary.)

Posting Options for Small Private Sector Employers:

Private sector employers with fewer than 100 employees can choose whether or not they prepare and post pay equity plans on their mandatory posting date.

OPTION 1: Develop and post a pay equity plan

If you choose to prepare and post a plan, pay equity adjustments are made according to the plan, at the rate of 1% a year, until pay equity is achieved. Adjustments will begin on January 1, 1993 if you have 50 to 99 employees and on January 1, 1994 if you have 10 to 49 employees.

OPTION 2: Do not prepare and post a pay equity plan

If you choose not to prepare and post a plan, you cannot phase in pay equity. You must achieve pay equity on or before January 1, 1993 if you have 50 to 99 employees and on January 1, 1994 if you have 10 to 49 employees.

Reference: Implementation Series #3

How to Use This Workbook

It is recommended that you use this workbook with:

1. The Pay Equity Implementation Series

   This series of 18 guidelines explains the responsibility of implementors of pay equity, focuses on all sections of the Pay Equity Act pertaining to a single issue and suggests "how to" options. Some useful guidelines are Determining Job Class (#4) and Gender-Neutral Job Comparison (#9).

2. "How to Do Pay Equity Job Comparisons"

   This booklet talks about collecting and recording job information; understanding job evaluation; and ensuring gender neutrality in job evaluation.

These publications can be ordered without charge from the Pay Equity Commission (see page 91 for details).

The material in this workbook is for educational purposes only. The Pay Equity Commission does not recommend or endorse any job comparison system.

IMPLEMENTATION CHECKLIST

FOR

PAY EQUITY

IMPLEMENTATION CHECKLIST FOR PAY EQUITY

Steps to Pay Equity	How to Do
1. Determine: a) employer b) number of employees c) time frame d) number of plans required	From this information, you will know how many plans you will need and, for private sector employers, the date pay equity adjustments are to begin. Reference: Implementation Series #1, 2, 3, 4 and 8.
2. Gather job information.	Collect and record job information that is complete, accurate, gender neutral and up-to-date to determine job classes and to compare jobs.
Determine female job classes and male job classes.	Job classes are composed of jobs which have similar duties and responsibilities; require similar qualifications; have the same compensation schedule, salary grade or range of salary rates; and are filled by similar recruitment procedures. Assess scope of tasks ahead; identify planning and communication needs. Reference: Implementation Series #5, 6 and 7, and "How to Do Pay Equity Job Comparisons," Chapter 1.
3. Select a job comparison committee.	
Select an appropriate gender-neutral comparison system.	Systems must use the factors of skill, effort, responsibility and working conditions and be gender neutral.
Collect and revise job information.	Review job information for compatibility with job evaluation system. Reference: Implementation Series #1, 5 and 9 and "How to Do Pay Equity Job Comparisons," Chapters 1, 2 and 3.

4. Evaluate all female classes and all male job classes which may be potential comparators.	Ensure the job collection and job information, the comparison system and the actual evaluation are free of gender bias. Reference: Implementation Series #9 and "How to Do Pay Equity Job Comparisons," Chapters 2 and 3.
5. Determine comparable jobs.	The Act outlines a process that determines which female job class will be compared to which male job class. Reference: Implementation Series #10.
6. Develop a system to compare job rates (salary and benefits).	To do these comparisons, adjust the wage and salaries to a common base (hourly, for example). Then, sort the data according to male and female job class, value and job rate (which includes the cost of benefits).
Compare compensation of each female job class with its male comparator job class.	Identify differences in compensation which must be made up. If a permissible difference is being used, indicate: a) for which male comparator job class(es) b) which permissible difference is being used c) why d) the portion of the job rate which is due to the permissible differences Reference: Implementation Series #11, 12 13 and 14.

7. Determine adjustments required to achieve pay equity.	The Act outlines a process that determines the adjustment of the of the female classes. For each plan, determine where to make adjustments, as well as the rate and timetable for the adjustments. Up to 1% of the payroll, or the amount to achieve pay equity, whichever is less, must be applied to all pay equity plans.
Determine schedule of adjustments.	Describe how compensation in job classes without pay equity will be adjusted. List: o each female job to be adjusted o the job rate difference between each female job class and its male comparator o the pay equity adjustment to be made this year o the payroll period in which the first adjustments will be made and the date on which the payment will begin Reference: Implementation Series #15.
8. Prepare a pay equity document.	A pay equity plan must be completed for each bargaining unit and one for the non-bargaining unit in each establishment. Ensure the plan is complete. Reference: Implementation Series #1, 3, 5 and 15.
9. Post the pay equity plan.	Post the plan in a visible area so all the employees are able to review it.

10. Deal with any objections or complaints.	Resolve questions, concerns, complaints. The plan is considered approved when no concerns are forthcoming from non-unionized employees and 127 days after the mandatory posting date have elapsed. Plans with unions will be considered approved when the bargaining agents and employers agree to the plans' terms. If a complaint has been registered with the Commission, a review officer will attempt to effect a settlement. Unions, employees or employers may request a hearing concerning a review officer's order. Reference: Implementation Series #16.
11. Make required adjustments.	Reference: Implementation Series #14 and 15.

JOB INFORMATION

JOB INFORMATION

Job information must be complete, accurate, gender-neutral and up-to-date in order to compare jobs for pay equity purposes. It must describe the job itself, not the person doing the job, and it must describe all aspects of the job.

Frequently, aspects of many jobs are either described in scant detail or completely overlooked. To ensure that job information collected in your workplace reflects each job fairly, you must read the chapter on collecting and recording job information in "How to Do Pay Equity Job Comparisons." At the end of this chapter, there is a list of commonly overlooked job information.

Many small workplaces have not been using job descriptions. As a result, these employers will be collecting job information and preparing job information statements (or job descriptions) for the first time.

Collecting Job Information

The goal of collecting job information is to answer the following questions:

- What are the tasks and responsibilities of the job?
- What is the relationship of this job to other jobs?
- What are the conditions under which the job is performed?
- What are the qualifications needed for the job?
- What are the skills and effort needed for the job?

This information is commonly collected by interview or by questionnaire. Questions that are asked by employers or answers supplied by employees must consistently describe the job, not the person. For example, use "interviews and orients new staff" but not "has the ability to interview and orient new staff."

Questionnaire and interview methods are discussed in "How to Do Pay Equity Job Comparisons." Refer to the book to ensure that the information you are collecting will enable you to value the job according to the factors in your job comparison system.

Preparing a Job Information Statement (or Job Description)

The job information statement ranges from a list of tasks and duties to a more formal job description.

The information collected is organized and edited to provide a clear understanding of:

WHY the job is done	Job summary: primary purpose of the job
WHAT is done	Major duties & responsibilities Secondary duties & responsibilities Other duties
HOW it is done	Supervision given and received Machines and work aids used
JOB SPECIFICATIONS/ REQUIREMENTS	SKILLS and EFFORT needed to carry out the job QUALIFICATIONS needed for the job WORKING CONDITIONS under which the job is carried out

The job comparison committee (or whomever is assigned the task of job comparison) uses the information in the statement -- and not people's general knowledge of what is involved in a job -- to value the job on the factors of the job comparison system. To help you prepare your job information statements, this workbook provides you with a list of job content items that are commonly overlooked in women's jobs (see page 20).

Sometimes when employee duties are extensive and varied, a shorter list of <u>representative</u> duties and responsibilities is provided which includes the specifications/ requirements for these representative duties in the detail necessary to value the job. The complete duties may be provided as an appendix. (For four sample job information statements, see pages 73 to 84.)

Job Information in Small Workplaces

Uniqueness of Each Job:

In a small workplace, chances are each job will be filled by only one person. This makes it more difficult to separate the job from the person when collecting job information. In addition, often times no descriptions exist.

For pay equity though, you are comparing job content, not the people doing the work. How well the employee functions in the job is a matter for employee evaluation and is a separate issue entirely.

To separate the person from the job, it may help if you thought about job content as if you are setting up a new workplace and have to consider what work is needed to carry out your business or service.

Employees Filling in for Each Other:

In a small workplace, employees frequently fill in for each other, often for short times daily. Job information statements must focus on the essential duties of each job; however, they must also focus on additional duties such as filling in for others, the amount and the frequency of these duties, and the flexibility and skills required to perform them.

Employees Who Do Many Different Tasks:

In many small workplaces, one employee does a variety of tasks which would otherwise be assigned to a number of employees in a larger organization. These tasks may call for very different levels of skills, and the employee must be credited for each task.

One employer solved this problem by identifying each task that was part of the position.

For the position of clerk:

Task 1	Bookkeeper	31% of time
Task 2	Correspondence secretary	31% of time
Task 3	Recording Secretary	7% of time
Task 4	Zoning Planner	31% of time

Job information was collected for each task, and each task valued separately. The value was multiplied by the percentage of time spent on the task, resulting in a total value for the job class.

Commonly Overlooked Job Information

SKILL:

- Operating and maintaining several different types of office, manufacturing, treatment/diagnosis or monitoring equipment
- Manual dexterity required for giving injections, typing or graphic arts
- Writing correspondence for others and proofreading and editing others' work
- Establishing and maintaining manual and automated filing systems, or records management and disposal
- Training and orienting new staff
- Deciding the content and format of reports and presentations to clients

EFFORT:

- Adjusting to rapid changes in office or plant technology
- Concentrating for prolonged periods at computer terminals, lab benches and manufacturing equipment
- Performing complex sequences of hand-eye co-ordination in industrial jobs
- Providing service to several people or departments and working under many simultaneous deadlines
- Developing work schedules

RESPONSIBILITY:

- Providing emotional support to patients, children or institutionalized people
- Protecting confidentiality
- Acting on behalf of absent supervisors
- Representing the organization through communications with clients and the public
- Supervising staff
- Shouldering consequences of error to the organization
- Preventing possible damage to equipment
- Co-ordinating schedules for many people

WORKING CONDITIONS:

- Stress from noise from open spaces, crowded conditions and production noise
- Exposure to disease and stress from caring for ill people
- Dealing with upset, injured, irate or irrational people
- Cleaning offices, stores, machinery or hospital wards
- Frequent lifting and bending (office or medical supplies, retail goods, injured or sick people, or children)
- Stress from answering complaints
- Long periods of travel and/or isolation

A Case Study:

Comparing Jobs

in a Small Company

A Case Study:

COMPARING JOBS IN A SMALL COMPANY

Senior management in a small security equipment distribution company (15 jobs, 65 employees) formed a strategy committee to implement pay equity in the company. Members of the committee included the president and general manager, the controller, the marketing and sales manager, and the distribution manager.

The committee determined the employer, the employees covered by the Pay Equity Act and the employer's establishment. There were no bargaining units in the company, so the committee decided only one pay equity plan was needed.

Next, the company's job classes were identified as female or male job classes according to the Act's definition. Female job classes included sales and marketing co-ordinator, picker/packer, accounting clerk, computer operator and order entry clerk. Male job classes included the senior management committee members plus service technician installer, technical sales representative and buyer.

The committee decided to compare the company's female job classes with the male comparator job classes in three stages:

- **Stage One:** Get a feel for the process of comparing job classes by doing a fast listing of the order of importance of jobs in the company.

- **Stage Two:** Select the system used to compare jobs, then turn the work of comparing jobs over to a subcommittee or job comparison committee that would value jobs and determine comparable jobs.

- **Stage Three:** Review the results and develop a schedule of adjustments.

Stage One

The committee members read through the job descriptions on file. They found that for many jobs there were no descriptions and that for others the descriptions were out of date and, consequently, inaccurate.

Each member took 10 minutes to make a list in which all 15 jobs in the company were ranked, from the job of greatest value to the job of lowest value. The lists were displayed, which provoked both laughter and discussion as each member explained the reasons behind his/her list. The following came out of the discussion:

- There were gaps in information and lack of consistency in collecting job information. For example, some jobs were described in great detail, while other jobs were described in a brief statement.

- There was a need to separate the person from the job. For example, one job description was written around a particular person's activities.

- There was a need to keep performance as a separate issue. For example, the strategy committee knew that one employee was not performing the requirements of the job and focused on this, rather than on what the job required of a competent employee.

- There were attitudes toward jobs which some committee members felt reflected gender bias. For example, one member consistently rated all female-dominated jobs very low.

- There were widely different ideas about what gender bias meant and how to recognize it.

- There was no common definition for any of the four factors required to value jobs. Each committee member seemed to have a different idea of what was meant by skill, effort, responsibility or working conditions.

- There was no agreement on the importance of each factor to the company. Some members felt skill was the most important factor; others, responsibility; and so on.

This first stage proved to be an interesting exercise: it revealed challenges ahead in ensuring the credibility of the job comparison system and in obtaining employee acceptance of changes in pay. Careful thought and planning and regular communications with employees would be needed.

Furthermore, the strategy committee decided to look at all the jobs in the company, not only the female and male job classes required to be valued by the Act, because there were relatively few job classes.

The controller was assigned to develop a detailed plan for implementing pay equity and for communication with employees.

The next stage would determine the job comparison system, including defining the factors for job comparison and deciding their weight or importance.

Stage Two

Defining Factors:

The strategy committee met again and had a discussion based on the following questions:

- If we were setting out to design jobs for this company, what would need to get done?
- What are the key responsibilities?
- What tasks and duties are efficient and effective?
- What kind of skills, mental effort and physical effort are critical to this company?
- What are the various working conditions under which employees work?

The discussion clarified the goals and work of the organization, and the work performed by employees that the company valued.

Each committee member defined the factors of skill, effort, responsibility and working conditions. Statements were compared, revealing common ideas. One member put the ideas together and composed a paragraph defining each factor, which the committee approved.

Weighting Factors:

The discussion on defining factors was also useful when it came time to weight the factors. The strategy committee had to decide if the factors of skill, effort, responsibility and working conditions were of equal importance to the company, or whether one or more factors were of greater importance than the others.

First, the committee summed up the previous discussion:

- o What is the essential work of the company?
- o What are the key duties of our employees?

Next, each member listed the factors of skill, effort, responsibility and working conditions in order of importance. The most important factor was given a 4, the next a 3, and so on.

After some discussion (and members changing their minds), the committee recorded each person's list, averaged the results, rounded the averages and found the resulting weights acceptable to the committee as a whole. (For an illustration, see page 71.)

Collecting Job Information:

The strategy committee asked the controller to direct staff to start again and collect information about each job in a consistent manner, paying particular attention to detail commonly overlooked in women's jobs. The members wanted the subcommittee or job comparison committee to have in writing all aspects of each job and employees to be satisfied that complete and accurate information was collected.

They recommended information sessions be held before job information was collected. This way, employees would understand the requirements of the Act, the factors used to compare jobs and the importance of complete, accurate, up-to-date job information.

The strategy committee asked that the job information collected be presented in a consistent manner and include:

- o a summary of the job
- o two or three key duties performed by the employee and the percentage of time each took

- other important duties
- the "know how" and skill to do the job, and the working conditions under which the work is done

Selecting the Job Comparison System:

The strategy committee reviewed a number of job comparison systems and, ultimately, settled on a basic point factor system that best suited their needs.

Selecting the Job Comparison Committee:

Two employees were elected by fellow employees to join two of the original committee members on a subcommittee to compare jobs. This subcommittee or job comparison committee organized training for its members on pay equity, gender bias and job comparison using the system chosen.

Comparing Jobs:

The job comparison committee rated every job on each factor, using the revised job information.

The strategy committee reviewed the results of job comparison including the jobs found to be comparable. They decided some jobs needed review again because they were not sure those jobs had been rated fairly.

A meeting for all employees was held, during which time members of both committees explained the job comparison system again. The factors and the weighting, the process used to compare jobs, and the procedure for appeals or concerns were reviewed.

Employees were informed individually how their jobs were valued. Employee appeals were considered and the job comparison committee was persuaded by one employee to change a rating.

The strategy committee used the results to identify comparable jobs.

Stage Three

The controller reviewed the compensation of the female job classes and the comparable male job classes, identified adjustments needed, determined a schedule of adjustments and prepared the final pay equity plan for posting.

When the strategy committee reviewed the rating of all jobs, the pay equity adjustments and the resulting compensation system as a whole, a number of other compensation issues emerged:

- There seemed to be many separate ways of setting salaries and many different wage groupings.

- There were inconsistencies in the way some male job classes were paid. There was not enough difference between the job rates for certain jobs. The controller was assigned further work on the company's compensation system.

In the end, the strategy committee was satisfied that the pay equity exercise brought benefits. The process forced a focus on the objectives of the business and what the company was currently paying for, and a framework for change resulted.

The members were confident that, following further examination by the controller, a better, fairer compensation system in which the company would pay for what it valued would emerge. They were pleased to have eliminated bias in pay for female employees, which they were surprised to discover had been present in the existing system.

JOB COMPARISON SYSTEMS

FOR SMALL WORKPLACES

JOB COMPARISON SYSTEMS FOR SMALL WORKPLACES

Small workplaces with few female or male job classes classes may only need to use a simple job comparison system. The following are some options of simple job comparison systems which may suit your workplace and which are described in this chapter:

- **Basic Point Factor System**
- **Grade Groupings**
- **Paired Comparison Ranking System**

The Appendix to this workbook is a document from an actual workplace that used a fourth system, a more complex point factor system.

Whatever job comparison system you choose (and you are by no means limited to the above options), be sure to check for gender bias. The Act requires you to compare job classes on the basis of skill, effort, responsibility and working conditions using a job comparison system that is gender neutral.

To use the information in this chapter effectively, you must refer to the Implementation Guidelines and "How to Do Pay Equity Job Comparisons," publications that are available from the Commission.

In addition, you must understand the terminology:

- factor -- refers to skill, effort, responsibility and working conditions
- subfactor -- refers to any part of one of the four factors; for example, "experience" and "interpersonal skills" are two possible subfactors of skill
- level -- refers to degrees of the subfactor; for example, the subfactor education could be divided into the following five levels:
  1. less than grade 10
  2. high school graduation
  3. community college or two years of university
  4. university graduation
  5. postgraduate degree

BASIC POINT FACTOR SYSTEM

In the Basic Point Factor System, each job class is valued on each of the four factors -- skill, effort, responsibility and working conditions -- and assigned a point value on each factor. The points are added together to determine the value of the job class.

Job classes that fall within a specified point spread (the spread is determined by each organization) are identified as job classes of comparable value. This point spread can be likened to grades assigned to students who, for example, score from 80 to 89 points and who are given a "B" grade.

Steps:

1. Select and train the job comparison committee

   See pages 21-22 and 32-33 in "How to Do Pay Equity Job Comparisons."

2. Define the factors

   Define the factors of skill, effort, responsibility and working conditions to reflect the work and the jobs in your workplace. In this job comparison system, each factor is defined in one paragraph, and mental and physical effort are defined separately. (For examples of definitions, see page 36.)

3. Weight factors

   Job classes are valued (in the method that follows) according to each factor using the same scale of one to 10. As a result, all four factors have equal weight to each other. (See Exercise 3A, page 68, if you want to know how to weight the factors differently. For an explanation of weighting, see the end of this chapter.)

4. Collect or revise job information

   Collect complete, accurate and gender-neutral information for each job class and present it in a consistent format.

5. Value job classes

List each job class in alphabetical order in the left-hand column of the form on page 37.

Be sure each committee member has the same understanding of the definition of each factor.

Using the job information collected, each committee member values each job class on the basis of skill and assigns it a score from a scale of one to 10. Then, you value responsibility, effort (you can value physical and mental effort separately and average the result) and working conditions. Use a scale of one to 10 to value all factors (unless you are weighting the factors differently).

Add the points together to get the total point value of each job class.

An Example of one committee member's scores:

JOB CLASS	SKILL	EFFORT	RESPONSIBILITY	WORKING CONDITIONS	TOTAL POINTS
Electrician	5	5	5	5	20
Nurse	6	6	7	8	27
Painter	3	5	1	6	15
Receptionist	3	4	2	4	13

Compare the committee's scores for each job class. (You can discuss one factor at a time if you wish, but be prepared to spend a great deal of time on the job evaluation process.) Discuss differences and reach consensus.

6. Determine comparable job classes

List all jobs in the organization, starting with the job with the highest point value. Determine comparable job classes by establishing a range of points within which job classes are of comparable value. Comparable job classes will be paid the same. In this example, for unweighted results, job classes valued within a six-point spread might be considered comparable.

Factor Definitions for the Basic Point Factor System

SKILL:

This factor measures the skills such as analytical, communication, computation, creative, interpersonal, mechanical, mental and motor skills acquired by education, training or experience, required to perform the duties of the job.

MENTAL EFFORT:

This factor measures the amount of attentiveness or concentration (listening, mental and visual) and its duration required to do the job.

PHYSICAL EFFORT:

This factor measures the amount of physical activity (light, medium and heavy) and its duration. It includes the physical demands of co-ordination (such as hand/eye co-ordination), dexterity, exertion and speed.

RESPONSIBILITY:

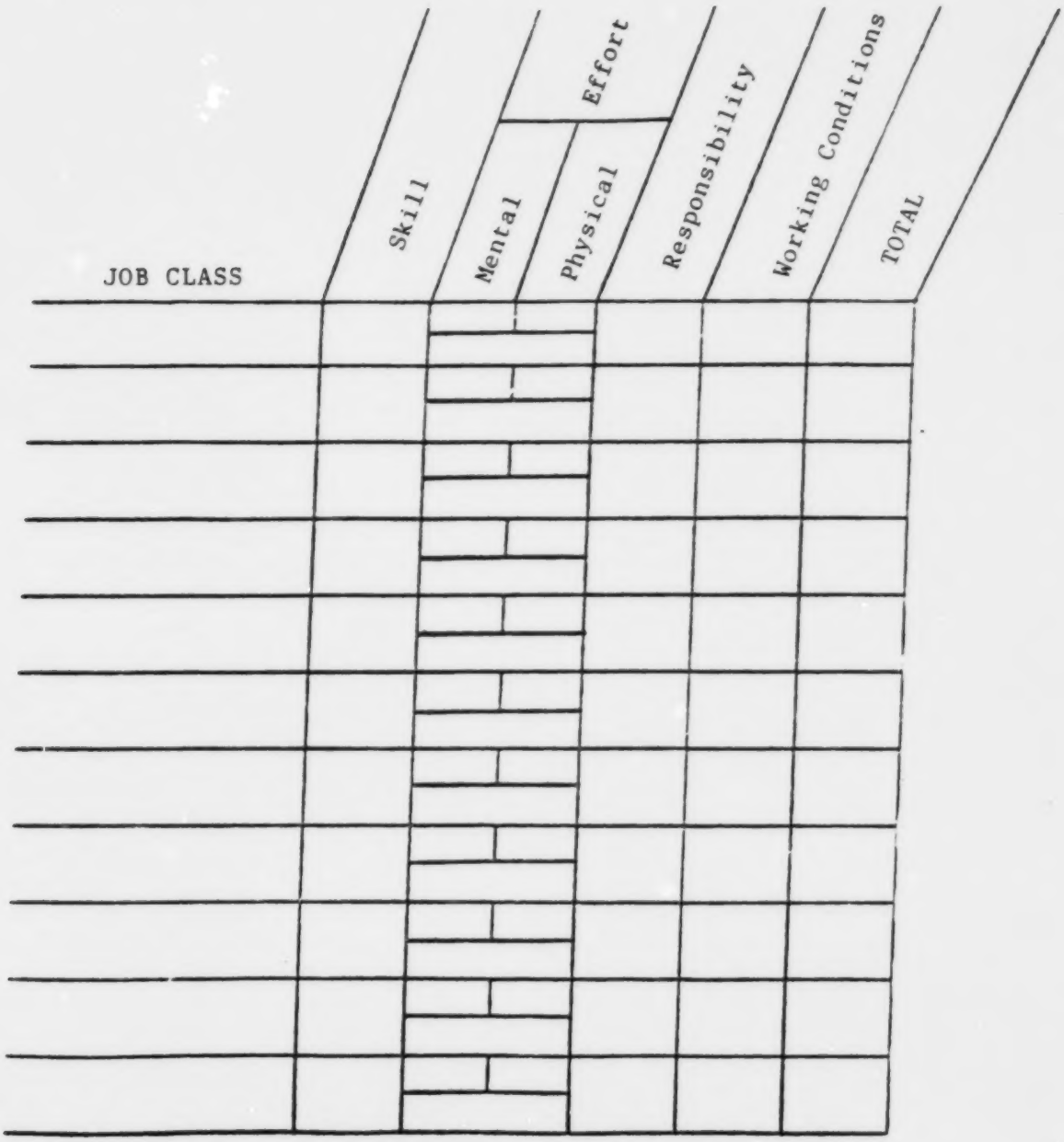
This factor measures the level of accountability for confidentiality, decisions, people contact, quality, resources (human, financial and technical), results, safekeeping, the safety and health of others, and teamwork. It includes supervision given and received.

WORKING CONDITIONS:

This factor measures the frequency and degree of exposure to disagreeable elements in the physical or psychological environment. It includes conflict, deadlines, disagreeable substances (such as fumes, grease and human "dirt"), health hazards, heat, inclement weather, interruptions, noise, physical danger, time pressure and working position.

Job Comparison Results
Using the Basic Point Factor System

(List job classes alphabetically and document the reasons behind the assignment of point values to each job class.)



Please Note: You can value mental and physical effort separately and average the result.

Comparable Jobs Form

JOB CLASS HIERARCHY CHART

List job classes and point totals on the chart below, starting with the job class of highest value and listing in order of value.

JOB CLASS	TOTAL POINTS

Identify Comparable Job Classes

Identify job classes close enough in value to be comparable by drawing lines separating the job classes which are similar enough in value to be paid the same.

GRADE GROUPINGS

The objective of this system is to place job classes in a grade grouping defined by a common level of skill, effort, responsibility and working conditions. These grade groupings determine compensation levels, because an employer assigns one salary range to each grade grouping. The result is that job classes of comparable value to the employer are compensated within the same salary range. This system is appropriate for organizations that require flexibility because jobs are continually changing.

This system requires initial effort to define the grade levels or levels of jobs in the organization and to decide on the single salary scale to be given to all jobs in that grade or level. However, once the system is set up and jobs are valued and allocated to a specific level, the system is easy to maintain.

Steps:

1. Select and train the job comparison committee

   See pages 21-22 and 32-33 in "How to Do Pay Equity Job Comparisons."

2. Determine grade groupings

   Consider the range of work performed throughout your organization. Divide this range into a number of distinct levels: job classes of similar value will be grouped together and must be distinguishable from job classes at other levels. This involves determining how many distinct levels or "grade groupings" are desirable in the organization and, consequently, in the pay equity plan.

   There are four grades within the sample plan; you can, however, add more grades as needed. Keep in mind the system is designed to provide flexibility, so it is best to limit the number of grade groupings. The number of jobs and their diversity will determine the appropriate number of grade groupings for your workplace. The following is a guide:

Number of Job Classes	Number of Grade Groupings
Fewer than 10	3 to 4
10 to 20	4 to 6
21 to 30	5 to 8
More than 30	6 to 9

3. Develop descriptions for each grade grouping

Develop descriptions of the factors skill, effort, responsibility and working conditions for each grade grouping. The descriptions must be broad enough to cover both female-dominated and male-dominated job classes in your organization, and still show a distinct difference between grades. Examples of four grade descriptions are provided in this sample plan; they are for illustrative purposes only.

4. Collect or revise job information

Collect complete, accurate and gender-neutral information for each job class and present it in a consistent format.

5. Value job classes

List each job class in alphabetical order (to ensure randomness) down the left-hand column of the form on page 47.

Or

Choose one female-dominated job class and one male-dominated job class that are well known as a "starting point" (for evaluation), then list the remainder of job classes in alphabetical order down the left-hand column of the form on page 47.

Then

Be sure each committee member has the same understanding of each grade grouping description.

Using the information collected, each committee member places each job class in a grade grouping.

Discuss the results and reach consensus.

Although the committee should consider the whole job when placing a job class in a grade grouping, each committee member could view the job in terms of each factor separately, placing the job class within one or more grade groupings appropriate to each factor. This will facilitate discussion and, consequently, agreement on the placement of each job class.

Difficult to group job classes...

Some job classes may not easily fall within a grade grouping description. For instance, a job class may be similar to one grade in terms of skill and effort, but more like another grade in terms of responsibility and working conditions. The following suggestions may help you:

The job evaluation committee should prepare guidelines in advance. The guidelines would ensure consistency and would help the committee to place a "difficult" job class in an appropriate grade grouping. For instance, if the organization values skill more than the other factors and if there is a difficult-to-place job class, the guidelines would recommend placing the job class in a grade grouping consistent with the skill needed to perform the job.

Another instance would be a job class that fits the majority (but not all) of the description of a specific grade grouping. The guidelines would recommend placement within that grouping and the creation of a new "sub-grouping" (for example, Level 2 A). A different salary range for the job classes in Level 2 A would be established. If, however, this method of placing job classes is repeated frequently, probably not enough grade levels were created initially.

The results of the grade grouping process identifies comparable jobs since all jobs placed in the same grade grouping are considered comparable.

6. Double check for gender neutrality

After all job classes are placed in grade groupings, calculate the percentage of female-dominated and male-dominated jobs in each grade grouping. Is there any reason to believe that there is gender bias in the placement of job classes into grades?

Grade Grouping Level 1

Note: Not all of these characteristics must be present in a job class to value it at this level. Rather, the job class must be more typical of this level than of any other level.

SKILL:

Follows procedures or practices and/or operates equipment or machinery and/or interacts with people to undertake routine or standardized tasks that require minimal training or experience. Normally would require six months to one year of on-the-job training to learn this organization's way of carrying out tasks.

EFFORT:

Performs visual or listening work that requires the mental effort or concentration in which attention is not intense or constant. Duration of concentration is from 10 to 20% of work time. Allows attention to be directed to a number of tasks that do not require concentration.

Physical effort such as standing and walking, manual dexterity in gross and fine motor skills, and difficult body positions or those that restrict movement and that result in body fatigue or strain are limited. Examples: lifting or pushing items lighter than 20 pounds; typing fewer than 40 words per minute; monotonous tasks that may occur for less than 40% of the time.

RESPONSIBILITY:

Accounts for own work only. Job duties result in minor impact limited to a particular job only. Errors are usually easily detected and corrected.

WORKING CONDITIONS:

Exposure to disagreeable conditions in the physical environment such as health hazards, heat, noise, physical danger and inclement weather; to difficult or constant work positions; and/or to disagreeable conditions in the psychological environment such as dealing with unpleasant work or people and interruptions for between 20 and 40% of the work time.

Illustrative, for educational purposes.

Grade Grouping Level 2

Note: Not all of these characteristics must be present in a job class to value it at this level. Rather, the job class must be more typical of this level than of any other level.

SKILL:

Performs a number of tasks calling for diverse skills, a few of which may require some judgement on how best to do the task. Skills may include operating various types of machines or equipment and/or interacting with people for different purposes and/or knowledge of varied processes and procedures.

Requires skills learned through experience, training or education usually totalling one to three years beyond secondary education or four to six years of work experience or a community college degree.

EFFORT:

Performs mental, visual or listening work that requires mental effort or concentration which is constant during periods of duty between 20 and 40% of work time.

Work is characterized by pressure of meeting deadlines or quotas, precision and attention to detail. Work may be monotonous.

Physical demands result in body fatigue or strain at the conclusion of most days. Examples: bending, reaching constantly (for example, while serving customers), standing or walking; constant body movements from assembling or keyboarding; constrained body movements such as sitting all day; lifting medium weight constantly or heavy weights (animate or inanimate) periodically.

RESPONSIBILITY:

Responsible for own work and, occasionally, may be responsible for assigning or co-ordinating the work of others. Errors are likely to be caught within the organization but may pose some threat to other employees or clients/customer in terms of safety (minor), embarrassment (moderate), inconvenience (major).

WORKING CONDITIONS:

Exposure to disagreeable conditions in the physical environment such as health hazards, heat, inclement weather, noise and physical danger; and/or to disagreeable conditions in the psychological environment such as stress from deadlines or dealing with unpleasant clients/customers or work, which would occur for between 40 and 60% of the work time. There may be overnight travel from 5 to 10% of the time.

Illustrative, for educational purposes.

Grade Grouping Level 3

Note: Not all of these characteristics must be present in a job class to value it at this level. Rather, the job class must be more typical of this level than of any other level.

SKILL:

Performs a number of tasks requiring diverse skills acquired through experience, training or education typically gained through completion of an undergraduate university degree or community college and three to four years of experience or six to nine years of specific/ relevant work experience. The following kinds of skills may be required: analytical, communication, computational, interpersonal, mechanical, motor and musical skills to address situations that are non-routine most of the time.

EFFORT:

Performs mental, visual or listening work that requires mental effort or concentration which is constant during periods of duty for more than 40% of the time. Work may be characterized by pressure of meeting requirements such as standards, deadlines and goals/quotas/objectives.

RESPONSIBILITY:

Sets own priorities for work. May supervise a relatively similar group of workers or a project/function, with responsibility for quality of work, results, safety and health of others, and teamwork. Errors may have a substantial effect on clients/customers, profit/service level, safety/health of employees or others, or reputation of the organization as a whole.

WORKING CONDITIONS:

Exposure to disagreeable elements in the psychological working environment such as stress due to deadlines, significant pressure or working with a demanding population may be substantial. There may be overnight travel from 10% to 20% of time. Exposure to disagreeable elements in the physical working environment would likely be minimal. For some types of jobs, exposure to potential health hazards would exist.

Illustrative, for educational purposes.

Grade Grouping Level 4

Note: Not all of these characteristics must be present in a job class to value it at this level. Rather, the job class must be more typical of this level than of any other level.

SKILL:

Adding to a knowledge or skill base in a field, technology or theoretical area; building on experience, training and education typically gained through postgraduate work or an undergraduate degree and three to five years experience or community college and four to six years experience or more than 10 years of specific/relevant work experience. The following kinds of skills may be required: analytical, communication, computational, interpersonal, mechanical, motor and musical skills to address unusual problems frequently and non-routine situations most of the time.

EFFORT:

Performs mental, visual or listening work that requires mental effort or concentration which is constant most (50% or more) of the time. Work may be characterized by pressure of meeting requirements imposed by others, standards, deadlines, goals/quotas/objectives and by the need for creating new solutions.

RESPONSIBILITY:

Establishes new directions and major new policies/ products/services of the organization or reviews and assesses long-term survival of the organization and fulfills the organizational objectives or manages a relatively diverse group of workers or a project/ function. Errors have a serious adverse and long-term impact on the organization as a whole.

WORKING CONDITIONS:

Exposure to disagreeable elements in the psychological working environment such as stress from deadlines, to significant pressure or to working with a demanding population may be substantial. Overnight travel is from 10% to 20% of the time. Exposure to disagreeable elements in the physical working environment would likely be minimal. For some types of jobs, exposure to potential health hazards would exist.

Illustrative, for educational purposes.

Grade Groupings Rating Form

EXPANDED VERSION

In the first four columns, note the grade grouping that each job class is most similar to, according to each factor. In the last column, note the grade grouping to which the job class should be assigned. Completion of this form by committee members will facilitate discussion.

(List job classes alphabetically and document the reasons for the assignment of grade groupings.)

	SKILL	EFFORT	RESPONSIBILITY	WORKING CONDITIONS	GRADE GROUPING
Job Class A					
Job Class B					
Job Class C					
Job Class D					
Job Class E					
Job Class F					

Comments:

Comparable Jobs Form

JOB CLASS HIERARCHY CHART

List job classes and grade groupings on the chart below, starting with the job class(es) in the grade grouping of highest value.

JOB CLASS	GRADE GROUPING

PAIRED COMPARISON RANKING SYSTEM

In a Paired Comparison Ranking System, each job class is ranked against all other job classes on the basis of skill, effort, responsibility and working conditions.

The number of times each job class is ranked higher than other job classes is counted. From this, a ranking or hierarchy of job classes in the organization from top to bottom results. Then comparable job classes can be identified.

The Paired Comparison Ranking System is a simple system for up to, perhaps, a dozen job classes. More than this number and the system can be unwieldy.

Steps:

1. Select and train the job comparison committee

   See pages 21-22 and 32-33 in "How to Do Pay Equity Job Comparisons."

2. Define the factors

   Define the factors of skill, effort, responsibility and working conditions to reflect the work, and the jobs, in your workplace. Mental and physical effort are best defined separately. (For examples of subfactors, see page 63.)

3. Weight the factors

   Ranking systems commonly do not weight factors. However, weighting may be incorporated into the system. For example, if you decide that skill should be considered to be twice as important as working conditions, you can multiply the points awarded to a job for skill by two. If you decide that effort and responsibility should be considered to be three times the value of working conditions, you can multiply the points awarded to a job for effort, and for responsibility, by three. (See Exercise 3B, page 70, for a process to decide weights for this system. For an explanation of weighting, see the end of this chapter.)

4. Collect or revise job information

Collect complete, accurate and gender-neutral information about each job class, presenting it in a consistent format.

5. Compare job classes

List the job classes in alphabetical order on each page of the ranking forms.

Discuss each factor's definition to ensure that committee members have the same understanding.

The committee members study the job information presented to them, then rank each job class against each other job class on the first factor, one pair of job classes at a time. Work across the row.

In the example below job class A (Buyer) was compared to job class B (Executive Assistant). Job class A (Buyer), ranked higher in skill, so an A was placed in the row under column B. Job class A was then compared to job class C (Janitor) and found to demand greater skill, so A was recorded under column C.

Next, job class B was compared to job class C on the basis of skill. It had already been compared with A and cannot be compared against itself, so an X was recorded. Job class B (Executive Assistant) was seen as requiring more skill than job class C (Janitor), so a B was recorded under column C.

Then, job class C was examined. It had already been compared to A and to B, and cannot be compared against itself, so an X was recorded.

Two job classes can be determined to have the same value, and neither be higher ranked. If this happens, record both, for example, either A/B or B/C.

Example of Comparison Results for Skill:

	JOB CLASS	A	B	C	TOTAL TIMES RANKED HIGHER
A	BUYER	X	A	A	2
B	EXECUTIVE ASSISTANT	X	X	B	1
C	JANITOR	X	X	X	0

(X indicates a previous comparison or a job compared against itself.)

Each committee member then ranks all job classes on the next factor, and continues until all job classes have been ranked on all factors.

Discuss the results and reach consensus.

6. Calculate results for each job class

Give one point to a job class each time it is identified and listed as higher ranked anywhere on the chart. In the previous example, Buyer was selected twice (two As on the chart) and Executive Assistant was ranked higher once (one B on the chart).

If two job classes are found to be equal in value on one factor, give each job class half a point. Give half a point for each result for physical effort and half a point for mental effort.

If you want to weight factors, see Exercise 3B on page 70.

7. Decide which jobs are comparable

Record your final results on the form on page 55.

Look at the job classes in the hierarchy. Do some appear to be closer in value than others? Draw lines separating groupings of job classes that appear to be of comparable value. For example:

Engineer	Librarian
Executive Assistant	n/a
Secretary	Receptionist
Labourer	Clerk

In this example, Labourer and Clerk are seen to be of comparable value. Secretary and Receptionist are of comparable value and higher in value than Labourer/ Clerk and lower in value than Executive Assistant, etc.

Because the points given to job classes in this approach are really "rankings," there may not be a consistent spread of "ranking points" to indicate which job classes are comparable. Double check for gender bias by examining the placement of female and male job classes into separate groupings.

Paired Comparisons Ranking Form

SKILL:

Factor definition: This factor measures the skills such as analytical, communication, computation, interpersonal, mechanical, mental, motor and musical skills acquired by education, training or experience, required to perform the duties of the job.

JOB CLASS	A	B	C	D	E	F	TOTAL TIMES RANKED HIGHER	WEIGHT (IF ANY)	WEIGHTED RESULTS
A _____	X								
B _____	X	X							
C _____	X	X	X						
D _____	X	X	X	X					
E _____	X	X	X	X	X				
F _____	X	X	X	X	X	X			

(X indicates a previous comparison or a job compared against itself.)

RESPONSIBILITY:

Factor definition: This factor measures the level of accountability for decisions, people contact, quality, resources (financial, human and technical), results safety and health of others, and teamwork. It includes supervision given and received.

JOB CLASS	A	B	C	D	E	F	TOTAL TIMES RANKED HIGHER	WEIGHT (IF ANY)	WEIGHTED RESULTS
A _____	X								
B _____	X	X							
C _____	X	X	X						
D _____	X	X	X	X					
E _____	X	X	X	X	X				
F _____	X	X	X	X	X	X			

(X indicates a previous comparison or a job compared against itself.)

MENTAL EFFORT:

Factor definition: This factor measure the amount of attentiveness or concentration (listening, mental or visual)and its duration required to do the job.

JOB CLASS	A	B	C	D	E	F	TOTAL TIMES RANKED HIGHER	WEIGHT (IF ANY)	WEIGHTED RESULTS
A _____	X								
B _____	X	X							
C _____	X	X	X						
D _____	X	X	X	X					
E _____	X	X	X	X	X				
F _____	X	X	X	X	X	X			

(X indicates a previous comparison or a job compared against itself.)

PHYSICAL EFFORT:

Factor definition: This factor measures the amount of physical activity (light, medium and heavy) and its duration. It includes the physical demands of co-ordination (such as hand/eye co-ordination), dexterity, exertion and speed.

JOB CLASS	A	B	C	D	E	F	TOTAL TIMES RANKED HIGHER	WEIGHT (IF ANY)	WEIGHTED RESULTS
A _____	X								
B _____	X	X							
C _____	X	X	X						
D _____	X	X	X	X					
E _____	X	X	X	X	X				
F _____	X	X	X	X	X	X			

(X indicates a previous comparison or a job compared against itself.)

WORKING CONDITIONS:

Factor definition: This factor measures the frequency and degree of exposure to disagreeable elements in the physical or psychological environment. It includes conflict, deadlines, disagreeable substances (such as fumes, grease and human "dirt"), health hazards, heat, inclement weather, interruptions, noise, physical danger, time pressure and working position.

JOB CLASS	A	B	C	D	E	F	TOTAL TIMES RANKED HIGHER	WEIGHT (IF ANY)	WEIGHTED RESULTS
A _____	X								
B _____	X	X							
C _____	X	X	X						
D _____	X	X	X	X					
E _____	X	X	X	X	X				
F _____	X	X	X	X	X	X			

(X indicates a previous comparison or a job compared against itself.)

Job Comparison Results
Using the Paired Comparison Ranking System

(List job classes alphabetically and document the reasons behind the assignment of rankings.)

JOB CLASS	SKILL	MENTAL EFFORT	PHYSICAL EFFORT	RESPONSIBILITY	WORKING CONDITIONS	TOTAL

Comparable Jobs Form

JOB CLASS HIERARCHY CHART

List job classes and total times ranked higher on the chart below, starting with the job class with the greatest number of rankings.

JOB CLASS	TOTAL TIMES RANKED HIGHER

Identify Comparable Job Classes

Identify job classes close enough in value to be comparable by drawing lines separating the job classes which are similar enough in value to be paid the same.

Weighting Factors

An organization may wish to make all factors of equal importance in the job comparison system, or it may choose to give some factors greater importance, or weight, than others.

For example, think about the process of renting an apartment. You would consider the condition of the apartment, the size, the location and the rent. All of these factors are important to you. When it comes to deciding which apartment to rent, however, some factors will have greater importance, or weight, than others.

You may decide location is more important to you than size. So, if you find one that has a perfect location but is a bit small, you may choose it. In effect, you have "weighted" location more heavily than size in making your decision to rent the apartment.

In the same way when you set up your system for valuing jobs, you may decide that skill, effort, responsibility and working conditions are not of equal importance to you. For example, you may decide that you value skill and effort higher than responsibility and working conditions. Consequently, you will want to "weight" skill and effort more highly than the other factors.

Any weightings may be used as long as they reflect what is valued by the company and are not gender biased.

However, weightings do require extra work.

See the Job Comparison Exercises chapter for help in deciding weights and in applying the weights you have selected to your system.

Weighting of factors and gender bias in weighting are discussed in greater detail in "How to Do Pay Equity Job Comparisons."

JOB COMPARISON EXERCISES

JOB COMPARISON EXERCISES

All job comparison systems contain **factors** for valuing jobs and **weightings** for these factors. To help you achieve pay equity in your workplace, this workbook provides you with exercises on the following:

- choosing factors
- weighting factors
- comparing jobs

Keep in mind, the exercises are written with the assumption that a job evaluation committee will be making the pay equity decisions.

EXERCISES ON DEFINING FACTORS

The factors of skill, effort, responsibility and working conditions (and the subfactors used to describe them more precisely) should be defined to reflect the essential work of the organization -- its values and objectives -- and the work -- the duties and responsibilities -- of its employees. Where there are unions, these definitions are negotiated with the bargaining agent.

EXERCISE 1: Choosing Subfactors for Your Workplace

1. Consider the values and objectives of your organization and the duties and responsibilities of the employees.

2. Refer to the lists on the following two pages of subfactors commonly used to define factors. (Examples: communication, fatigue and safety of others.)

3. Choose subfactors to define each of the factors and list below. Five to 10 subfactors are plenty. Make your choices consistent with the work of your organization and the work of all employees.

4. If the committee members are from the same organization, discuss and reach consensus on a choice of subfactors.

SKILL ----------

MENTAL EFFORT ----------

PHYSICAL EFFORT ----------

RESPONSIBILITY ----------

WORKING CONDITIONS ----------

Commonly Used Subfactors

SKILL:

Ability to do detailed or routine work
Accuracy
Analytical ability
Aptitude required
Communicating in a second language
Communication skills - verbal
Communication skills - written
Creativity
Dexterity
Difficulty of operation/work
Education
Experience
Initiative required
Interpersonal skills
Judgement
Knowledge
Knowledge of machinery
Knowledge of materials and processes
Managerial techniques
Manual quickness
Manual or motor skills
Physical skill (co-ordination)
Problem solving
Resourcefulness
Social skills
Time required to adapt skills
Time required to become 80 percent effective
Versatility

EFFORT:

Attention demand
Concentration
Manual effort
Mental fatigue
Monotony and discomfort
Muscular or nerve strain
Physical fatigue
Pressure of work
Stress from dealing with difficult people (for example, caring for sick people, handling complaints)
Visual application
Volume of work

RESPONSIBILITY:

Accountability
Accuracy
Cash
Confidentiality
Contact with public and/or customers/clients, etc.
Co-ordination
Cost of errors
Consequence of error
Details
Determining company policy
Effect on other operations
Equipment and machinery
Goodwill and public relations
Material
Methods
Monetary responsibility
Personnel
Physical property
Plant and services
Protecting confidentiality
Product
Quality
Records
Safekeeping
Safety and health of others
Spoilage of materials
Supervision of others
Volume of work

WORKING CONDITIONS:

Cleaning up after others
Constant interruptions
Danger
Dirtiness
Disagreeableness
Exposure to accident hazard
Exposure to health hazard
Intangible conditions
Monotony
Out-of-town travel
Physical environment/surroundings
Stress of multiple demands
Time pressure

EXERCISE 2: Defining Factors

Subfactors that further clarify the factors of skill, effort, responsibility and working conditions may be described in a paragraph, as noted in the systems in this workbook. They may also be described in a series of levels from the least to the most demanding level; see Appendix A for an example.

In this exercise, you will use the subfactors you chose in Exercise 1 to rewrite or expand the paragraph definitions we have provided on the following page. The purpose of rewriting is to make the definitions more applicable to your workplace.

1. Refer to the paragraphs describing skill, effort, responsibility and working conditions on the following page.

2. Modify or rewrite these paragraphs to suit your workplace, using the subfactors you selected in Exercise 1. Use the form on page 67.

Factor Definitions

SKILL:

This factor measures the skills such as analytical, communication, computational, creative, interpersonal, mechanical, mental and motor skills acquired by education, training or experience, required to perform the duties of the job.

MENTAL EFFORT:

This factor measure the amount of attentiveness or concentration (listening, mental and visual) and its duration required to do the job.

PHYSICAL EFFORT:

This factor measures the intensity of physical activity (light, medium and heavy) and its duration. It includes the physical demands of co-ordination (such as hand/eye co-ordination), dexterity, exertion and speed.

RESPONSIBILITY:

This factor measures the level of accountability for confidentiality, decisions, people contact, quality, resources (financial, human and technical), results, safekeeping, the safety and health of others, and teamwork. It includes supervision given and received.

WORKING CONDITIONS:

This factor measures the frequency and degree of exposure to disagreeable elements in the physical or psychological environment. It includes conflict, deadlines, disagreeable elements (such as fumes, grease and human "dirt"), health hazards, heat, inclement weather, interruptions, noise, physical danger, time pressure and working position.

Illustrative, for educational purposes.

Revision of Factor Definitions

SKILL:

MENTAL EFFORT:

PHYSICAL EFFORT:

RESPONSIBILITY:

WORKING CONDITIONS

EXERCISES ON WEIGHTING FACTORS

The purpose of Exercise 3A and 3B is to choose factor weights for your job comparison system. You may weight the factors equally or, if one or more of the factors are more important to your organization than the others, you would weight the factor(s) higher.

Exercise 3A illustrates a process to choose weights for the Basic Point Factor System.

Exercise 3B illustrates a process to choose weights for the Paired Comparison Ranking System.

Grade Groupings do not usually involve weighted factors.

Choosing Factor Weights for Your Job Comparison System

EXERCISE 3A: Basic Point Factor System

1. Review the values and objectives of your workplace and the duties and responsibilities of the employees, as you did in Exercise 1.

2. With these in mind, each member of the committee lists the four factors in order of importance. The most important factor is a 4 and the least important is a 1.

3. Discuss these results.

4. Record each member's list and add the results. The total for each factor shows its ranking within your organization.

An example of a three-member committee:

Member	Skill	Effort	Responsibility	Working Conditions	Total Points
C. Ankurs	4	2	3	1	
D. Masters	3	2	4	1	
J. Lee	4	1.5	3	1.5	
Totals	11	5.5	10	3.5	30

5. Calculate the percentage to be given to each factor using the following procedure:

   - o Add the total of each column to get the total number of points (11 + 5.5 + 10 + 3.5 = 30).
   - o Divide each factor's total by the grand total (30) and multiply by 100.

   Average percentage per factor:

Skill:	11 divided by 30 x 100 =	36.6%
Effort:	5.5 divided by 30 x 100 =	18.3%
Responsibility:	10 divided by 30 x 100 =	33.3%
Working Conditions:	3.5 divided by 30 x 100 =	11.6%
		100%

6. Use the chart below to find the appropriate scale for each factor based on the weights you have chosen. If you weight all four factors equally, each factor would be 25% and the scale of one to 10 points would be used.

Percentage Weight	Point Scale for Factors
5-10%	1 - 4 points
11-15%	1 - 6 points
16-20%	1 - 8 points
21-25%	1 - 10 points
26-30%	1 - 12 points
31-35%	1 - 14 points
36-40%	1 - 16 points
41-45%	1 - 18 points
46-50%	1 - 20 points

In the example above (step 5), the following point scale would be used for each of the four factors:

Skill	1 - 16 points
Effort	1 - 8 points
Responsibility	1 - 14 points
Working Conditions	1 - 6 points

This means that each job class evaluated on skill would be given a point value on a scale between one and 16; a job class evaluated on effort would be given a point value on a scale between one and eight points.

EXERCISE 3B: Paired Comparison Ranking System

Note: Weighting on this system cannot reflect small differences in factors.

1. Review the values and objectives of your workplace and the duties and responsibilities of the employees, as you did in Exercise 1.

2. With these in mind, each member of the committee assigns either a 1, 2 or 3 to each of the factors:

   - o "1" indicates the factor (or factors) that is (are) the least important.
   - o "2" is given to all factors that are twice as valuable to the organization as the factor(s) given a "1".
   - o "3" is given to any factors that are three times as valuable as those given a "1". A "4" could be used but rarely, because it means a factor is four times as valuable as those of standard value.

   Factors are NOT being ranked. It is not a matter of assigning a factor to first, second, third and fourth place. Rather, you consider whether skill should be given a 1, 2, 3 or 4; and then whether effort should be given a 1, 2, 3 or 4. You can give the same number to more than one factor. The chart below provides some examples of possible outcomes of this process in different organizations:

FACTOR	ORGANIZATION	A	B	C
Skill		2	3	1
Effort		2	1	1
Responsibility		2	3	3
Working Conditions		1	2	1

   Organization A values skill, effort and responsibility the same, and working conditions less. On the other hand, organization B values effort the least, working conditions more than effort, and skill and responsibility the most.

3. Discuss these results and try to reach consensus about the importance of the factors.

4. If there is no agreement, record each member's list. Add up the number for each factor and divide by the number of committee members to provide an average (in this example, the total was divided by three).

An example of a three-member committee:

Member	Skill	Effort	Responsibility	Working Conditions
C. Ankurs	2	2	3	1
D. Masters	3	2	4	1
J. Lee	2	1	3	2
Totals	7	5	10	4
Average	2.3	1.7	3.3	1.33

To make use of these weightings easier, round the averages to the nearest whole number to remove the decimal point.

To round, look at the number to the right of the decimal point. If it is less than five, remove it (2.3 rounds to 2). If it is 5 or greater, increase the number to the left of the decimal point to the next highest number (1.7 becomes 2).

For example, the rounded weights for above are:
Skill, 2
Effort, 2
Responsibility, 3
Working conditions, 1

5. Once the weights for each factor have been decided, multiply the results for each factor by the weight number on the Paired Comparison Ranking Forms. (See step 6 of the Paired Comparison Ranking System, page 49.)

EXERCISES ON COMPARING JOBS

Steps:

1. Select the job classes to compare. Four job classes are described at the end of this chapter: Accounting Clerk, Marketing Co-ordinator, Service Technician/ Installer and Storeskeeper.

2. Select one of the job comparison systems described in this workbook:

   - o Basic Point Factor System — page 34
   - o Grade Groupings — page 39
   - o Paired Comparison Ranking System — page 49
   - o Appendix A Point Factor System — page 103

3. Decide if you will weight the factors.

4. Value the job classes according to the selected job comparison system.

5. Record your results.

   For the Basic Point Factor, Grade Groupings, and Paired Comparison Ranking Systems, use the forms provided in this workbook. For the Appendix A Point Factor System, develop a page to record results.

6. Decide on comparable job classes.

SAMPLE JOB INFORMATION STATEMENTS
FOR PAY EQUITY PURPOSES

Job information should reflect the factors and system to be used for job comparison. Each job information statement should be tailored for the unique job classes in each workplace.

The following job information statements may be used with the job comparison systems presented in this workbook.

TITLE: ACCOUNTING AND PAYROLL CLERK 08/03/89

JOB SUMMARY: Maintains accounting sub-ledgers; prepares and executes accounts payable; balances month-end accounts receivable and cash and billing summaries; maintains employee payroll files and executes payroll-cheque run.

SKILLS/KNOWLEDGE/EXPERIENCE required to perform the job:

- Bookkeeping and accounting skills and knowledge, acquired in first-year postsecondary course or through experience, to set up sub-ledgers and to record financial information; for example:
  - sorting statements and invoices (alphabetically and by "payment due" date) to verify and complete coding
  - verifying delivery of goods and services as per invoice (contact with other departments)
  - reviewing and verifying cheque requisitions/ vouchers to ensure correct coding (before cheque run)
  - matching outstanding invoices with cash received, checking coding and summarizing cash and billings (weekly)
  - reconciling bank statements (monthly)
  - posting payments of outstanding bills to receivables sub-ledger, including filing of back-up documentation
  - listing cheques received and totalling same in bank deposit book

- Computer skills to run accounting reports and spreadsheets and to set up programs for cheque runs and solve minor problems, for example:
  - inputting data for accounts payable cheque run
  - selecting program, and monitoring and correcting problems involving computerized cheque run for accounts payable (weekly) and payroll (biweekly)
  - maintaining all accounting sub-ledgers relating to payroll
  - recording any changes to employee data files and making computer changes before payroll-cheque run
- Motor skills to operate computer and automated office equipment (fax, adding machine, photocopier) to perform clerical duties
- Organizational skills to collate and maintain accurate files of documents (invoices)
- Interpersonal skills in oral communication to secure and provide information and to clarify problems regarding payables, receivables and payroll enquiries
- Analytical skills to calculate changes regarding employee payroll that result from changes in legislation or policy, and to solve routine accounting and payroll problems
- Mathematical skills which include fractions, decimals and percentages

MENTAL EFFORT required to perform the job:

- Concentration during computer work (data entry, retrieval of stored information to solve problems), minimum four hours daily
- Close and constant attention to detail for accuracy during data entry and verification

PHYSICAL EFFORT required to perform the job:

- Manual dexterity, speed and hand/eye co-ordination (minimum four hours daily of data entry)
- Repeated action of wrist and arm (using VDT), minimum four hours daily
- Lifting boxes (20 to 30 pounds) and carrying same to storage area in plant, minimum twice monthly
- Bending and stretching to access file cabinets to file/retrieve payables back-up documentation, 30 to 40 times weekly

RESPONSIBILITIES associated with performing the job:

- Responsible for accurate maintenance of accounting sub-ledgers and employee files, for preparation and execution of accounts payable and payroll-cheque run, and for balance of month-end cash and billing summaries
- Error regarding accounts payable/receivable may result in loss of income or supplier/customer dissatisfaction
- Handles and stores extremely sensitive and confidential information; maintains confidentiality at all times
- Responds to routine enquiries from employees regarding payroll-cheque calculations and routine enquiries from customers or suppliers concerning accounts and solves these problems
- Assists Manager with the preparation of year-end accounting reports
- Supervision/Direction:
  Given: None
  Received:
  . Reports to supervisor
  . Follows daily, weekly and monthly schedules of duties set by supervisor
  . Follows well-defined work procedures; solves routine problems; refers problems not covered by precedent to supervisor

WORKING CONDITIONS while performing the job:

- Works in climate-controlled office area
- Works in confined space (four-feet high, minimum-grade baffled privacy station)
- Works with little choice of action and same body position during work at computer, four and a half to six hours daily
- Works with high noise levels of own printer, printers from other stations, photocopy machine and surrounding vocal noise from other employees
- Works with frequent interruptions, both in person and by telephone (interacts with employees company-wide and outside customers/suppliers)
- Responds as soon as possible to frequent requests for information (inside and outside the organization)
- Works to deadlines (constantly)
- Responds to sometimes heated or emotional discussions with customer/supplier/employee; may pass call to supervisor

TITLE: MARKETING CO-ORDINATOR 08/03/89

JOB SUMMARY: Co-ordinates the promotion and advertising of security systems manufactured by suppliers and distributed by the firm at trade shows, seminars and training schools; prepares for and co-ordinates the above shows; analyzes projected and current sales and inventory data and produces computerized reports; manages special projects; oversees the production of the firm's catalogue of security systems; recruits, orients and trains Marketing and Sales Department support staff; supervises department support staff.

SKILLS/KNOWLEDGE/EXPERIENCE required to perform the job:

- Marketing, communications, analytical reporting, and human resources skills and knowledge, acquired in a two-year community college sales and marketing program or through experience
- Organizational skills to prepare for, co-ordinate and ensure smooth functioning of firm booths at trade shows; to organize training schools and seminars to demonstrate suppliers' products (includes agenda, travel arrangements, booking site, accommodations and materials); and to co-ordinate telemarketing and advertising of special projects to achieve increased sales
- Project management skills to oversee production of the firm's catalogue which includes liaising with suppliers to acquire appropriate materials specified by printer and with production house to ensure production of catalogue within time and budget constraints
- Interpersonal skills in communicating, negotiating, selling and counselling for customer service; for overseeing production of firm's catalogue; for liaising with suppliers; for support staff interviewing, hiring, training and supervising; and for maintaining an effective working environment
- Computer skills in word processing (Lotus) and spreadsheet to compile data and present sales analysis reports for suppliers, and sales and inventory reports for firm; and to maintain inventory of trade show products (daily) and Christmas promotional programs (yearly)
- Analytical skills to prepare above reports and projected and current sales and inventory reports, evaluation of trade shows, results of advertising campaigns and complaints reports

- o Knowledge of product lines and servicing methods of suppliers' products, distributed by the firm, to provide information inside and outside of organization; includes preparing quotations and responding to sales and service queries
- o Creative skills to do media search
- o Teaching skills to conduct new employee orientation (telephone usage, in-house equipment)
- o Budgeting skills to prepare and monitor budget for position responsibilities
- o Written communication skills for report summaries and for advertisements for support staff

MENTAL EFFORT required to perform the job:

- o Concentration during computer work for accuracy regarding sales analysis reports (average minimum one hour at VDT, daily)
- o Listening and mental attentiveness in dealing with supplier and customer concerns/complaints and documenting same, with employee concerns (confidentiality) and in training support staff
- o Mental attentiveness in preparing reports

PHYSICAL EFFORT required to perform the job:

- o Lifting and carrying (up to one hour of loading and one hour unloading) written materials and products when setting up for schools, trade shows and seminars (30 to 50 pounds, bimonthly)
- o Repeated use of wrist and arm (minimum one hour at VDT, daily)
- o Walking to shipping area approximately one-half mile one way, three trips daily

RESPONSIBILITIES associated with performing the job:

- o Co-ordinates the promotion and advertising of supplier's products, which includes contacts with suppliers, customers, sales staff, media and advertising agency, within general policy framework and precedents
- o Poor interpersonal relations with above contacts or errors in catalogue have potential for loss of business to firm
- o Maintains confidentiality regarding new product information

- Acts as Marketing and Sales Department manager in the absence of manager (full day, twice monthly)
- Reviews applications, conducts interviews and makes hiring decisions for department support staff
- Prepares and discusses quarterly performance evaluations of support staff, and practices progressive disciplinary procedures
- Ensures expenditures for position responsibilities are contained within budget
- Supervision/Direction:
  Given:
  . Establishes and assigns work to support staff
  . Acts as working supervisor when workload is excessive
  Received:
  . Determines own schedule and activities within general policy framework and precedent
  . Reports to Department Manager weekly (minimum) about sales and complaints reports, and biweekly on other responsibilities
  . Involves Department Manager only in extremely difficult situations (normally handles on own)

WORKING CONDITIONS while performing the job:

- Works in climate-controlled office area
- Works in maximum-grade baffled privacy station
- Works with high-noise levels due to volume of telephone traffic in department and (pitch of) voices dealing with customer sales calls
- Receives up to 30 telephone calls (daily) and deals with a large variety of problems and customer complaints (often difficult/emotional discussions)
- Works with frequent interruptions and constant simultaneous deadlines (preparing reports, expediting shipments, co-ordinating schools, training, etc.)

TITLE: SERVICE TECHNICIAN/INSTALLER 08/03/89

JOB SUMMARY: Installs, services, inspects and advises regarding electronic security systems.

SKILLS/KNOWLEDGE/EXPERIENCE required to perform the job:

- Electronic, schematic and blueprint reading skills and knowledge, acquired in a two-year electronics technician community college course or through experience
- Knowledge of security system equipment and materials including camera, film and closed-circuit television components, which are distributed by the firm from various security system suppliers, for assembly
- Motor and mechanical skills to drive a car and to install, test and service systems; for example:
  - pulling cable to different locations
  - hooking components up (such as card readers and cameras)
  - wiring electrical circuits and wire pulling to make electrical connections
  - using hand and power tools (basic hand tools such as hammer, cutter, pliers and screwdriver; drill; soldering iron; testing equipment such as oscilloscope and test meter; and conduit bender
- Computer skills for basic programming, using DOS language, to enter customer data into computer-controlled access control system and to program
- Analytical skills to read and interpret blueprints (reviewing design/installation drawings to determine what materials and procedures are required for installation)
- Interpersonal skills in communication to clarify problems, and to secure and provide information to customers and suppliers regarding the installation, testing and servicing of security systems
- Written communication skills to complete forms
- Organizational skills to order and assemble materials for installation and to schedule site visits
- Mathematical skills equivalent to a Grade 12 education
- Valid driver's license and safe driving record

MENTAL EFFORT required to perform the job:

- Concentration during installation, testing and servicing procedures
- Close attention to work during installation, testing and servicing to ensure correct and safe procedure

PHYSICAL EFFORT required to perform the job:

- Pulling cable through buildings
- Operating daily medium-weight to light-weight hand (such as a hammer) and power tools (such as a drill)
- Climbing a ladder, may be higher than 30 feet, minimum three days per week
- Lifting heavy equipment (up to 50 pounds), several times daily (may combine climbing and carrying)
- Dexterity in installation and testing procedures (fine motor skills concerning electrical connections)
- Repeated action of arm, wrist and fingers in some testing procedures

RESPONSIBILITIES associated with performing the job:

- Responsible for handling, installing and testing both mechanical and electrical security systems
- Error in installation, testing and servicing has potential for loss of business to company due to customer dissatisfaction
- Provides supervisor with recommendations/solutions to keep systems operational
- Takes company vehicle for regular servicing/repair to ensure safe operation
- Ensures equipment and materials are securely stored in company vehicle (theft prevention)
- Supervision/Direction:
  Given: None
  Received:
  . Reports to Supervisor
  . Plans own weekly installation/testing/servicing schedule, some priorities set by supervisor
  . Follows well-defined work procedures, solves routine problems; calls supervisor to discuss problems with installation/testing
  . Submits handwritten reports to supervisor concerning completion of assigned tasks (type of system, length of time concerning installation, follow up testing date)
  . Responds on own to emergency situations (10% of week), may require assistance of supervisor

WORKING CONDITIONS while performing the job:

- Works up to 70% of the time in non-climate controlled environment
- Some outdoor work required to check relay to outside alarm
- Stands for long periods of time, up to four hours daily
- Works in confined space, awkward positions (below floors, air-conditioning ducts, inside machines), minimum three days per week
- Works in spaces and with used equipment which may be dirty
- Sits for lengthy periods of time (may be longer than two hours) while driving company vehicle, minimum three days per week out of office
- Encounters occasional heated customer complaint with equipment or service

TITLE: STORESKEEPER 08/03/89

JOB SUMMARY: Receives, categorizes, stows and maintains incoming products from suppliers; issues and ships outgoing products; assembles, issues and checks return (to stores area) of small tools and equipment

SKILLS/KNOWLEDGE/EXPERIENCE required to perform the job:

- Organizational skills to ensure:
  - . that incoming shipments are checked against purchase order and for damage
  - . that materials are entered on inventory files
  - . that materials are retrieved from storage when needed, packaged and shipped according to requisition form
  - . that documentation is filed daily upon completion of orders (requisitions, purchase orders)
  - . that materials are shipped as requested
  - . that small tools and equipment distributed to employees are monitored
  - . that all store materials are monitored and/or locked away to prevent theft
- Written communication skills to maintain records of incoming and outgoing stores and equipment
- Motor and mechanical skills to operate material handling equipment, both manual and automated, in connection with the receiving, stowing and shipping of materials and equipment (four-wheel dolly, two-wheel upright dolly, forklift; requires one-week safe operator certificate); and to maintain equipment (weekly safety check, adds oil and gas); to operate automated floor cleaner; and to package materials for shipping
- Interpersonal skills in communication for interacting with drivers making deliveries and with employees requiring equipment
- Computer skills to input data on physical inventory (three hours monthly), to run a computer program for inventory control and to produce a monthly report
- Mathematical skills (adding, subtracting, dividing, multiplying)
- Caretaking skills to maintain clean and safe stockroom area including sweeping (daily) and floor cleaning (monthly)

MENTAL EFFORT required to perform the job:

- Concentration (use of sight and hearing) when operating automated equipment (forklift, floor cleaner) to avoid injury to self or others, and during data entry on computer
- Close attention to detail regarding materials inventory and correct reading of purchase orders

PHYSICAL EFFORT required to perform the job:

- Requires lifting of materials, usually between 20 and 50 pounds, three times hourly (maximum lifting height, six feet) to load and unload dolly; forklift assists with loading and unloading skids onto floor area
- Requires manual dexterity and hand-eye co-ordination for data entry (speed not essential), three hours per week

RESPONSIBILITIES associated with performing the job:

- Ensures that supplies, materials, equipment and small tools are checked upon receipt, categorized, stored, issued and shipped as required
- Reports shortages or obsolescence of parts to supervisor to facilitate re-purchase or disposal (monthly)
- Error in reporting shortage of materials or incorrect filling of orders has potential for customer dissatisfaction
- Provides information (oral) to supervisor (weekly) concerning the performance of trucking companies (information facilitates yearly contract renewal)
- <u>Supervision/Direction:</u>
  <u>Given</u>: None
  <u>Received:</u>
  . Reports to supervisor
  . Follows daily, weekly and monthly schedule of duties set by supervisor
  . Follows well-defined work procedures set by supervisor, solves routine problems, refers situations not covered by precedent to supervisor

WORKING CONDITIONS while performing the job:

- Works in the plant area 90% of time daily (heated, not air-conditioned);
- Works outside (one hour daily) to take materials to outside storage area (can avoid if inclement weather); works exposed to outdoor temperature when loading and unloading materials
- Works in climate-controlled office (three hours per week) to prepare inventory reports
- Required to sit for extended periods (forklift, three to four hours daily)
- Works with noise of forklift and other equipment while loading and unloading
- Responds to several requests simultaneously for incoming or outgoing materials
- Frequent interruptions daily
- May be heated or emotional requests for service

COMMUNICATION:

A DIALOGUE

COMMUNICATION: A DIALOGUE

Communication is meant to be a dialogue. It not only gets your message out but also receives feedback and responds to it.

Why communicate?

Pay equity is a complex issue that will affect people in your organization in different ways, raising some potentially emotional issues. Employers and bargaining agents alike will want to educate employees about the legislation so that its implementation will go as smoothly as possible.

In non-union situations, employees have the right under the Act to complain about an employer's pay equity plan. Employers who involve employees will minimize the chance of complaint, because pay equity will not be clothed in mystery. There will be less misunderstanding and suspicion surrounding the process and the result -- the plan. Feedback will allow employers the option of responding to complaints in-house.

Who is the message sender? Who are the message receivers?

Employees will want to hear first about pay equity from the chief executive officer, the bargaining agent and their supervisors. However, as the application hits closer to home, the more employees will listen to friends and to leaders among their colleagues.

What do you want to communicate?

Begin with the features and benefits of the legislation, specifically the need for, and the justice of pay equity, and the commitment of the organization. Explain what pay equity is and what it is not. It is not equal pay for equal work, and it is not employment equity.

Some employees, for example, believe that by identifying a job as a female-dominated or male-dominated job means it will only be open to women or men, respectively, in the future. On the contrary, after pay equity is implemented, all jobs will continue to be open to both men and women, according to fair employment practices.

You can order the pamphlet, "Pay Equity Affects You," from the Commission, to distribute to all your employees. It contains basic information on the Act.

When should you communicate?

Communicate as soon as possible and whenever necessary. Before completing your plan, be sure to let employees know your procedure for complaints during the 90 days after posting.

RESOURCES

RESOURCES

The Pay Equity Act, 1987:

Copies can be obtained from:

The Ontario Government Bookstore
880 Bay Street, Toronto, Ontario M7A 1N8
(416) 965-2054

Publications Services Section
5th Floor, 880 Bay Street, Toronto, Ontario M7A 1N8
(416) 326-5300 or toll-free in Ontario 1-800-668-9938

Counsellors:

For any pay equity questions, contact the Commission Hotlines:

Toll free in Ontario
1-800-387-8887 and 1-800-387-8813

Toronto area
(416) 481-3314 and (416) 481-3315

Publications and Videos:

You can order by writing to the Pay Equity Commission, 150 Eglinton Avenue East, Toronto, Ontario M4P 1E8 or by telephoning the Hotlines.

All the materials are free, except for the videos. The two pay equity videos, which are on one cassette, are $25 including tax.

Pay Equity Implementation Series (1-18):

These guidelines to the legislation give implementors a step by step method of implementing pay equity.

How to Do Pay Equity Job Comparisons:

This book has chapters on "Collecting and Recording Job Information," "Understanding Job Evaluation" and "Ensuring Gender Neutrality in Job Evaluation."

Pay Equity Videos:

A Matter of Fairness -- 21 minutes

Video segments include:
- o an overview of pay equity and how the legislation works
- o implementation in a non-union environment and in a union environment

Pay Equity Equals Dollars and Sense -- 22 minutes

Video segments include:
- o the actual content of predominantly female jobs to see what has been ignored or undervalued in women's work
- o employers discussing the potential benefits of pay equity to their organizations

Both videos are included on one cassette (total cost, $25 including tax). The two videos or individual segments of them are useful for employer, employee and bargaining agent audiences.

Community College Courses:

All Ontario community colleges offer courses on pay equity. For information on actual course offerings and registration, contact your local college.

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APPENDIX A:

USE OF A POINT FACTOR

JOB COMPARISON SYSTEM

IN A SMALL MUNICIPALITY

PAY EQUITY: THE PROCESS OF IMPLEMENTATION

The following is an edited version of a presentation made to a Small Workplaces workshop sponsored by the Commission. In the workshop, representatives from a small municipality discussed implementing pay equity. They talked about the system they used and the lessons they learned. The Commission provides this material for guidance and illustration only; it does not endorse any job comparison system.

"It was a pleasant surprise to have been invited to participate in today's workshop. Because of time constraints, I simply plan to tell you who we are, the procedure we used to develop a pay equity plan and the outcome of the plan. My colleague, who was also on our pay equity committee, will outline what we feel were the strengths and weaknesses of our procedure. We are very aware of both, as we are now in the middle of salary negotiations.

We are a small rural municipality in southwestern Ontario, with a population of approximately 7000. We have a council composed of nine elected members. Three of these councillors make up the personnel committee. There are nine non-unionized employees and two bargaining units. One bargaining unit consists of five male road employees; the other, two male police officers.

Our pay equity committee consists of three members of the council's personnel committee, plus the clerk who acts as secretary and one other employee who was elected by fellow employees (three female, two male members).

The pay equity committee reviewed, amended and created job descriptions, where necessary, for each of the nine positions. We considered the options for job evaluation systems and opted for the point system, in which a maximum number of points was established for each factor. We felt this system seemed the most structured and objective. The points we used as a guideline are indicated in the following pages.

Each member of the committee allotted points for skill, effort, responsibility and working conditions, arriving at a total number of points for each job. The committee then collectively discussed the totals and came to a consensus on the number of points awarded for each job.

Prior to pay equity, the township had not used salary ranges. As a result, possible minimum, mid-point and maximum salaries were reviewed. Salary ranges were determined so that the point system could be applied to wage setting.

Each employee was requested to evaluate his or her own job using the same point system. The committee then held an interview with each employee. During this interview, a prepared statement was read explaining the committee's functions and responsibilities, and the employee presented his or her allocation of points. The committee members explained the rationale behind their points, and indicated that further consideration would be given. The salary ranges and the employee's relative position were discussed.

After the interviews were completed, the committee reviewed the comments and made some alterations.

The following briefly summarizes our particular situation to date:

- The committee obtained the pertinent information on how to do pay equity.
- Each employee and the committee reviewed job descriptions.
- The committee adopted a point system, evaluated each job accordingly and established a salary range.
- The employee evaluated his or her job and met with the committee to discuss the evaluation, as well as where the employee felt the job fit into the salary range.
- The committee reviewed and amended the plan, then presented it to the council where it was approved and adjustments were recognized.

The plan was posted on December 1, 1988. To date, we have received three appeals.

Assessments of the Process:

There were definitely some very strong points in the approach our committee took to the pay equity challenge. Initially, it was very well organized and structured because we had several planning meetings and discussions with resource personnel before we adopted our particular system.

The structure of our system allowed for input from each employee on his or her particular job and latitude on the part of the committee to separate the value of the job from the person performing the job. This was one of the most difficult aspects of the exercise: making sure that the job, not the person, was being evaluated, especially in a small work environment such as ours. The fact that we had a committee composed of both staff and council members also indicated to employees that we were doing this by the most objective method possible, not trying to infer some employees were less valuable than others.

However, as with any venture, hindsight has shown us that there was room for improvement.

We gave ourselves a very short time to develop and implement the plan. This probably was less than ideal, since it put pressure on us to complete it and have the plan posted when extra meetings could have fully explored the outcome and the effect the plan would have in the workplace.

Initially, we should have made more time available for employees to read and digest information about pay equity as a whole -- it is difficult to apply the concept of pay equity to your own position when a person has little background material about the legislation.

The point system was structured and easy to use, but it did lead employees to believe that the points were equated to money. This, of course, was not the case. Individual salaries could be anywhere within the range regardless of their point total. It should be stressed that, if an employee is in the high end of the point range, he or she is not necessarily in the high end of the salary range. This particular point has come back to haunt us in current salary negotiations.

These items may have been avoided if a more detailed look at the legislation had been made and if more consideration to the plan's outcome, particularly on subsequent salary increases, had been given.

The process of initiating, preparing and executing the pay equity plan, without exception, was found to be a positive experience by the committee members and, from this viewpoint, was highly successful. The true gauge of success -- righting the pay inequities in our municipality and having the employees accept the adjustments to form a basis for future wage settlements -- has not been realized. This will involve the appeal process, expanded dialogue and better understanding of pay equity by members of the committee and by the employees -- undoubtedly, another challenging experience."

NOTE: Subsequent to the appeals, we established a grid within each salary range to recognize seniority and merit.

THE POINT FACTOR JOB COMPARISON SYSTEM

Factors	Points	Weight	Total Points
1. SKILL			
o Education	150		
o Experience	150	30%	300
2. EFFORT			
o Complexity	100		
o Demand	100	20%	200
3. RESPONSIBILITY		30%	300
4. WORKING CONDITIONS		20%	200
		100%	1,000

SKILL FACTOR

A. EDUCATION: Formal training required to perform the job.

Degree/Definition	Points
1. Less than secondary school or equivalent	25
2. Complete secondary school or equivalent	50
3. Technical school/trade school or equivalent	100
4. Two or three year postsecondary school (university or community college) or equivalent	125
5. Four years honours degree or equivalent	150

B. EXPERIENCE: Time normally needed to acquire the background to perform the job with competence and confidence.

Degree/Definition	Points
1. Three months or less	15
2. One year	60
3. Three years or more	105
4. Five years or more	150

EFFORT FACTOR

A. COMPLEXITY: This includes degree of analysis, reasoning and creativity, degree of job structure and extent of work planning.

Degree/Definition	Points
1. Uncomplicated o tasks are simple and repetitive o little interpretation and reasoning o some creativity o highly structured, with detailed instructions	25
2. Moderate o requires moderate levels of adaptability o unrelated processes and methods are used o limited opportunity for standard solutions	50
3. High o interpretive and diagnostic analysis required o must define problems, establish facts o limited job structure o considerable opportunity for creativity planning and challenge	75
4. Extremely High o high analysis, reasoning and planning o situations are often unique o high mental challenge - high strategy o close to policy making	100

B. DEMAND: This includes <u>physical</u> effort, dexterity and activity, and <u>mental/visual</u> effort, attentiveness and concentration, assessed by duration and frequency.

Degree/Definition	Points
1. Low o light exertion, concentration and strain	25
2. Moderate o some exertion, concentration and strain o limited fatigue risk	50
3. High o substantial exertion, concentration and strain o risk of frequent fatigue	75
4. Extremely High o sustained exertion, concentration and strain o little opportunity for rest o risk of major fatigue	100

RESPONSIBILITY FACTOR

Level of accountability for decisions, discretion, quality, results, safety of others, supervision (received and given) and working relationships.

Degree/Definition	Points
1. Limited o work is controlled and structured, with occasional checks for adherence to instruction o some discretion is pre-authorized	75
2. Moderate o finished work is judged for compliance with accepted standards and for corporate policy and procedure o discretion and judgement are exercised by interpreting legislation, resolutions and policy	150
3. High o work is evaluated against overall corporate policy o considerable discretion and judgement are expected o initiates and directs a municipal functional, service or department	225
4. Extremely High o results are technically authoritative and conform to corporate and/or provincial requirements o requires broad judgement and ingenuity o initiates, directs and monitors one or more municipal functions, services or departments	300

WORKING CONDITIONS FACTOR

The degree of exposure to undesirable and disagreeable and circumstances such as physical hazards, weather conditions and stress associated with sacrifice to conflict, deadlines, interruptions, job demands, sacrifice and time pressures.

Degree/Definition	Points
1. Low o minor exposure to disagreeable conditions	40
2. Limited o infrequent exposure to environmental factors and disruptions to work flow	80
3. Moderate o intermediate exposure to disagreeable situations (environmental, emotional and physical)	120
4. Frequent o stressful environment regarding physical and emotional situations	160
5. High o job demands result in almost constant stress, affecting the incumbent's ability to adapt	200